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**QUEZON CITY COUNCIL**

Quezon City  
**22<sup>nd</sup> City Council**

PO22CC-236

91<sup>st</sup> Regular Session

ORDINANCE NO. SP- **3373**, S-2024

*AN ORDINANCE ADOPTING A COMPREHENSIVE EDUCATIONAL MANUAL FOR QUEZON CITY*

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*Introduced by Councilors JOSEPH P. JUICO, ALY MEDALLA and MARIA ELEANOR "Doc Ellie" R. JUAN, O.D.*

*Co-Introduced by Councilors Bernard R. Herrera, Tany Joe "TJ" L. Calalay, Dorothy A. Delarmente, M.D., Nikki V. Crisologo, Charm M. Ferrer, Candy A. Medina, Dave C. Valmocina, Tatay Rannie Z. Ludovica, Godofredo T. Liban II, Kate Galang-Coseteng, Geleen "Dok G" G. Lumbad, Albert Alvin "Chuckie" L. Antonio III, Don S. De Leon, Wencerom Benedict C. Lagumbay, Atty. Anton L. Reyes, Edgar "Egay" G. Yap, Imee A. Rillo, Raquel S. Malañgen, Irene R. Belmonte, Nanette Castelo-Daza, Marra C. Suntay, Joseph Joe Visaya, Alfred Vargas, MPA, Ram V. Medalla, Shaira "Shay" L. Liban, Aiko S. Melendez, Mutya Castelo, Kristine Alexia R. Matias, Eric Z. Medina, Emmanuel Banjo A. Pilar, Vito Sotto Generoso, Victor "Vic" Bernardo, Jose Maria M. Rodriguez and Jhon Angelli "Sami" C. Neri*

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*WHEREAS, Section 3(2), Article XV of the 1987 Philippine Constitution mandates the State to defend children's rights to assistance, including proper care, nutrition, and special protection from neglect, abuse, cruelty, exploitation and any conditions harmful to their development;*

*WHEREAS, Section 3(2), Article XIV of the same Constitution further asserts that all educational institutions must foster patriotism and nationalism, love of humanity, respect for human rights, and an appreciation of national heroes. It emphasizes the importance of strengthening ethical and spiritual values, developing moral character and personal discipline, encouraging critical and creative thinking, broadening scientific and technological knowledge, and promoting vocational efficiency;*

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WHEREAS, pursuant to Article 218, in relation to Articles 220 and 233 of the Family Code of the Philippines and Presidential Decree No. 603, otherwise known as the Child and Youth Welfare Code, schools, their administrators, and teachers bear special parental authority and responsibility over minor children under their supervision or custody. This authority extends to all authorized activities, whether inside or outside school premises;

WHEREAS, the Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury, neglect, maltreatment, and exploitation, including sexual abuse. It compels the government to take measures that encourage regular school attendance and reduce dropout rates, upholding children's right to education;

WHEREAS, the Department of Education (DepEd) is responsible for protecting and promoting the right of all citizens to quality basic education, ensuring accessibility for all. In fulfilling its mandate, DepEd must effectively serve its primary constituents: students and teachers. The Implementing Rules and Regulations of Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, further requires the DepEd to ensure that the basic education curriculum is both gender- and culture-sensitive;

WHEREAS, the City recognizes the vital importance of fostering a positive and inclusive learning environment and is committed to its role under the Local Government Code of 1991 to collaborate with the DepEd at the national level, the Schools Division Office at the City level, and other partners and stakeholders to ensure that all schools are conducive to children's education;

WHEREAS, this Ordinance shall serve as a comprehensive resource, offering general guidance to learners, parents, and educational institutions on their roles, their responsibilities, and the pathways available for addressing issues and fostering a safe, inclusive, and supportive educational environment.

NOW, THEREFORE,

BE IT ORDAINED BY THE CITY COUNCIL OF QUEZON CITY IN REGULAR SESSION ASSEMBLED:

**ARTICLE I  
GENERAL PROVISIONS**

SECTION 1. TITLE. - This Ordinance shall be known as the "Comprehensive Educational Manual of Quezon City."

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**SECTION 2. DECLARATION OF POLICIES AND PRINCIPLES.** – The Quezon City Government hereby adopts the following policies and principles:

- a. The Quezon City Government is committed to providing accessible, inclusive, and quality education to all learners, ensuring opportunities for holistic development in a supportive environment;
- b. The City emphasizes an education system that nurtures learners' intellectual, emotional, physical, and social growth. It aims to cultivate critical thinking, creativity, and character, preparing students for active and responsible citizenship;
- c. Recognizing the importance of equity and inclusivity, the Quezon City Government ensures equal educational access across socio-economic backgrounds, gender, ethnicity, religion, and abilities;
- d. The City values collaboration with all stakeholders—students, parents, educators, and the community to foster an educational system that benefits from diverse perspectives and shared responsibilities; and
- e. Dedicated to the welfare and protection of learners, the Quezon City Government upholds a safe, respectful, and nurturing educational environment, free from discrimination, violence, and exploitation.

**SECTION 3. GOVERNING LAWS.** – This Ordinance adopts all relevant and enforceable national and local laws, regulations, orders, memorandums, and ordinances governing education and student rights. The Quezon City Government commits to aligning this Ordinance with existing and future legislation, ensuring incorporation of all applicable provisions to uphold child protection, educational standards, inclusivity, and related policies. The City recognizes the need to adapt to evolving legal standards to continually enhance the educational environment and safeguard the rights and welfare of all learners.

**SECTION 4. SCOPE AND APPLICABILITY.** – This Ordinance applies to all public elementary and secondary schools in Quezon City offering formal and informal education, directly supervised and managed by the Department of Education (DepEd). It provides a general framework outlining essential elements to be included in a school handbook or manual for these institutions.

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Private elementary and secondary schools are strongly encouraged to adopt the measures outlined in this Ordinance to promote positive behaviors and interventions for all stakeholders—including learners, parents, teachers, and staff. While they may also choose to create their own guidelines, they must ensure that these align with existing national laws and relevant local directives.

**SECTION 5. DEFINITION OF TERMS.** – As used in this Ordinance, the following words and phrases shall have the meaning ascribed to them in this Section:

- a. *Blended Learning* – a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction (DepEd Department Order [DO] No. 12, s. 2020);
- b. *Bullying* – pursuant to Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013, the term refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as but not limited to, the following:
  - (1) Any unwarranted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, and the use of available objects as weapon;
  - (2) Any act that causes damage to a victim’s psyche and/or emotional well-being;
  - (3) Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes and body;
  - (4) Cyberbullying or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepEd DO No. 40, s. 2012;

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- (5) *Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with the Anti-Bullying Act of 2013 and its Implementing Rules and Regulations (IRR);*
- (6) *The term bullying shall also include:*
  - (i) *Social Bullying, which refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group;*
  - (ii) *Gender-based bullying, which refers to any act that humiliates or excludes a person on the basis of perceived or actual Sexual Orientation and Gender Identity and Expression (SOGIE).*
- c. *Child – a person below 18 years of age or above, but unable to fully take care of or protect himself or herself from abuse, neglect, cruelty, exploitation, or discriminations because of a physical or mental disability or condition;*
- d. *Child Protection Program– the programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence;*
- e. *Child in Conflict with the Law or CICL – a child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws (Section 4[e], Republic Act No. 9344, as amended);*
- f. *Child-at-Risk or CAR – a child who is vulnerable to and at risk of behaving in a way that can harm himself, herself or others, or vulnerable and at risk of being pushed and exploited to come into conflict with the law because of personal, family and social circumstances;*
- g. *Co-Curricular Activities – complement to the regular curriculum which includes sports, journalism, Division Festival of Talents (DFOT), Regional Festival of Talents (RFOT), National Festival of Talents (NFOT) and the like;*
- h. *Curricular Activities – activities prescribed by the curriculum which include all related activities done in the teaching process such as immersion, conduct of researches and the like;*

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- i. *Dangerous Drugs – those identified and listed under Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002, and its annexes, subject to any reclassification, addition or removal of any drug from said list by the Dangerous Drugs Board, in accordance with Section 93 thereof;*
- j. *Discrimination – any distinction, exclusion, restriction, or preference made on the basis of Sexual Orientation and Gender Identity and Expression (SOGIE) which has an effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by a person, group of persons, or institutions of their human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field, especially including but not limited to, employment, livelihood, education and basic services;*
- k. *Diversion – an alternative, child-appropriate process of determining the responsibility and treatment of a CICL on the basis of his/her social, cultural, economic, psychological or educational background without resorting to formal court proceedings. (Section 4[i], R.A. No. 9344, as amended);*
- l. *Diversion Program – the program that the CICL is required to undergo after he/she is found responsible for an offense without resorting to formal court proceedings. (Section 4[j], R.A. No. 9344, as amended);*
- m. *Drug Counselor – a person trained in the techniques of guidance counseling particularly dealing with cases of drug dependency;*
- n. *Extra-Curricular Activity – activity not falling within the scope of regular curriculum (e.g. Batang Pinoy, Scouting, Milo Little Olympics, Provincial/City sponsored activities, and other government/non-government agency-sponsored activities such as those by the Department of Health, Philippine Statistics Authority, Department of Labor and Employment, Department of Agriculture, Local Government Unit and the like;*
- o. *Free Sugars – all monosaccharides and disaccharides added to food and drinks by the manufacturer, cook or consumer, including sugars naturally present in honey, syrups, fruit juices and fruit concentrates;*
- p. *Gender – the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as their relations between women and those between men;*

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- q. *Gender-fair Language – each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means) and other expressions of gender, including dress, speech, and mannerisms;*
- r. *Guardians or Custodians – legal guardians, foster parents and other persons, including relatives or even non-relatives, authorized by the biological parent/s or appointed by a competent court, to whom the care and custody of the student has been entrusted;*
- s. *Healthy Diet – balance in food intake which: (1) achieves energy balance and a healthy weight; (2) limits energy intake from total fats, and shifts fat consumption away from saturated fats to unsaturated fats and towards the elimination of trans-fatty acids; (3) increases consumption of fruits and vegetables, legumes, whole grains, and nuts; (4) limits the intake of free sugars; and (5) limits salt (sodium consumption from all sources);*
- t. *Interventions – (1) therapeutic programs appropriate for high-risk individuals/students who are using dangerous drugs and who need special assistance to recognize the signs and symptoms of initial drug use and dependency. These may include corrective or rehabilitative actions that may take the form of crisis intervention, peer counseling, peer leadership programs, parent/peer groups, or psychological counseling at the individual or family level and structured rehabilitation programs. These may also include medical intervention of the afflicted student whenever necessary; (2) programmatic approaches or systematic social protection programs for children that are designed and intended to: (2.1) promote the physical and social well-being of the children; (2.2) avert or prevent juvenile delinquency from occurring; (2.3) stop or prevent children from re-offending (Rule 2 [18], RIRR of R.A. No. 9344, as amended);*
- u. *Learner, Pupil or Student – a child who is enrolled in basic education, and regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator;*
- v. *Non-Disciplinary Violations – acts or omissions which are not subject to sanctions or penalties such as written reprimand, suspension, exclusion, and expulsion;*

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- w. *Parents – biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent;*
- x. *Privileges – the rights, benefits, or special opportunities granted to learners based on their completion of certain tasks, achievements, or adherence to the manual’s guidelines;*
- y. *Prohibited Acts – actions or behaviors that are not consistent within the policies prescribed by the learning institutions and existing laws. Learners/Students shall render utmost respect and obedience to any place of learning at all times. Thus, they shall refrain from committing violations, and are expected to abide by the rules and regulations;*
- z. *Random Drug Test (RDT) – a method of drug testing where the selection process results in equal probability that anyone from a population will be tested, and without any prior notice of the date and venue;*
- aa. *Rights – fundamental entitlements or guarantees that each learner can expect to receive throughout their educational experience. These rights ensure fair treatment, access to resources, and protection while learners pursue their education;*
- bb. *Special Parental Authority – parental authority and responsibility granted by law to the school, its administrators and teachers, or the individual, entity or institution engaged in child care. The said authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school entity or institution;*
- cc. *Solidary Liability of Persons Exercising Special Parental Authority – those given the authority and responsibility under Article 218 of the Family Code shall be principally and solidarily liable for damages caused by the acts or omissions of the unemancipated minor;*
- dd. *Substitute Parental Authority – legal authority granted to individuals, such as maternal grandparents, to exercise parental authority over a child when the biological parents are unable or disqualified to do so;*

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- ee. *Subsidiary Liability of Persons Exercising Substitute Parental Authority – the parents, juridical guardians or the persons exercising substitute parental authority over the minor shall be subsidiary liable for damages arising from acts or omissions of the minor child under the supervision, instruction and custody of the school, its administrators and teachers, or of the individual, entity or institution, engaged in child care.*

**ARTICLE II  
LEARNERS**

SECTION 6. CORE VALUES. – All educational institutions within Quezon City shall uphold the following Core Values, which reflect the principles that learners and Filipinos aspire to embody:

- a. **Maka-Diyos:** *This value highlights the importance of expressing one’s spiritual beliefs with respect for others. It encourages meaningful engagement in spiritual activities, fostering curiosity about diverse expressions of faith. Maka-Diyos also promotes ethical conduct, emphasizing truthfulness, fairness, kindness, self-awareness, and respect for oneself and others.*
- b. **Makatao:** *This principle underscores sensitivity to individual, social, and cultural differences, fostering respect, dignity, and equality for all, including those with special needs. Makatao encourages compassion, support, cooperation, and respectful communication, advocating for a nurturing, inclusive community that values solidarity and actively combats bullying.*
- c. **Makakalikasan:** *This value promotes environmental stewardship and responsible resource use, encouraging learners to care for the environment through sustainable practices like waste management and energy conservation. Makakalikasan also emphasizes cleanliness, order, and active participation in sustainability initiatives, fostering a culture of respect and care for nature.*
- d. **Makabansa:** *This principle instills pride in being Filipino, encouraging learners to exercise their rights and responsibilities as citizens. It promotes respect for national symbols, appreciation of diverse cultural traditions, enhancement of Filipino languages, and adherence to the rules of school, community, and Country, cultivating a strong Filipino identity.*

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SECTION 7. RIGHTS OF LEARNERS. – Recognizing the inherent rights of children as enshrined in the United Nations Convention on the Rights of the Child and Philippine law, this Ordinance aims to protect and promote the following rights of learners in Quezon City.

- a. **Right to Equality:** Learners have the right to be treated without discrimination based on the race, color, gender, language, religion, opinion, origin, disability, or other status.
- b. **Right to Identity:** Learners have the right to a name, nationality, and the care of their parents.
- c. **Right to Development:** Learners are entitled to conditions that support their physical, mental, and social development to reach their full potential.
- d. **Right to Quality Education:** Learners are entitled to education aimed at developing their personality, talents, and abilities.
- e. **Right to Participation:** Learners have the right to express their views and have them considered in matters that affect them, respecting their age and maturity.
- f. **Right to Safety:** Learners have the right to protection from violence, abuse, neglect, and exploitation.
- g. **Right to Health:** Learners are entitled to the highest attainable standard of health, including access to medical services, nutritious food, clean water, and a safe environment.
- h. **Right to Leisure and Culture:** Learners have the right to play, rest, and participate in recreational, cultural, and artistic activities.
- i. **Right to Freedom from Exploitation:** Learners have the right to protection from economic exploitation, hazardous work, child labor, and any form of abuse.
- j. **Right to Freedom of Thought and Religion:** Learners have the right to freedom of thought, conscience, and religion, with appropriate parental guidance.
- k. **Right to Privacy:** Learners have the right to privacy and protection from interference in their personal and family life.

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- l. **Right to Information:** Learners have the right to access information from diverse sources and share ideas through any media.
- m. **Right to School Guidance and Counseling:** Learners are entitled to school guidance and counseling services to support their educational journey.
- n. **Right to Records:** Learners have the right to confidentiality regarding their school records and timely access to certificates and official documents.
- o. **Right to Publish:** Learners have the right to publish student newspapers and invite resource persons, promoting freedom of expression within educational settings.

SECTION 8. PRIVILEGES OF LEARNERS. – The learners shall have the following privileges, which may include but are not limited to:

- a. **Participation in Activities:** Learners can join curricular, co-curricular, and extra-curricular activities, subject to qualifications and parental consent.
- b. **Access to Programs:** Learners can avail themselves of programs designed for their benefit, provided they comply with prescribed requirements.
- c. **Alternative Learning Modality:** In cases of unavoidable circumstances (e.g., illness, emergencies), learners are entitled to alternative methods and materials for missed topics.
- d. **Use of Personal Gadgets:** Learners may use personal gadgets for educational purposes with approval and supervision from teachers and parents.
- e. **Access to Incentives and Scholarships:** Learners are eligible for incentives and scholarships offered by Local Government Units (LGUs), National Government Agencies (NGAs), private institutions, and schools, contingent on meeting the necessary criteria and regulations.

SECTION 9. DUTIES AND RESPONSIBILITIES OF LEARNERS. – The learners shall have the following duties and responsibilities, which may include but are not limited to:

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**a. Responsibilities to Self**

- (1) **Personal Development:** Learners shall strive to maximize their potential through education that aligns with their abilities, aiming to become valuable members of their families and society.
- (2) **Responsible Exercise of Rights:** Learners shall exercise their rights with an understanding of their accountability for actions that may affect public welfare and the rights of others.
- (3) **Conduct and Maturity:** Learners are expected to conduct themselves in accordance with their level of maturity and development, respecting the rights and well-being of others.
- (4) **Integrity in Academics:** Learners shall demonstrate integrity by performing their own work honestly, refraining from cheating or dishonest practices.
- (5) **Attendance:** Learners shall prioritize regular attendance and punctuality, recognizing that consistent presence is essential for their educational growth.

**b. Responsibilities to Peers**

- (1) **Respect for Others:** Learners must respect the rights and dignity of all individuals, regardless of differences in opinion, status, gender, ethnicity, or religion.
- (2) **Promoting a Positive Environment:** Learners shall avoid aggressive behaviors, fights, and bullying, fostering a supportive atmosphere among peers.
- (3) **Discouraging Negative Influence:** Learners should not encourage others to engage in actions that violate laws or school regulations, nor participate in discriminatory practices.

**c. Responsibilities to the School**

- (1) **Diligence in Academics:** Learners are expected to complete all curricular, co-curricular, and extra-curricular tasks diligently and submit them on time.
- (2) **Compliance with School Regulations:** Learners shall adhere to reasonable school regulations and requirements.

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**d. Responsibilities to School Personnel**

(1) **Respect for Authority:** Learners shall treat teachers, school administrators, and staff with respect and courtesy.

**e. Responsibilities to the Environment**

(1) **Environmental Stewardship:** Learners shall contribute to maintain a clean and safe school environment and participate in eco-friendly initiatives.

(2) **Compliance with Environmental Laws:** Learners are expected to follow local environmental laws and engage in community activities that promote sustainability.

**f. Responsibilities to Parents/Guardians/Visitors**

(1) **Respectful Communication:** Learners must interact with parents, guardians, and visitors with respect and courtesy.

**g. Responsibilities to Society**

(1) **Civic Engagement:** Learners shall conduct themselves in a manner that respects community values and actively participate in activities that contribute to the well-being of the community.

In cases where learners may be unaware of or not yet diagnosed with learning or psychological disabilities, appropriate accommodations shall be provided. Schools are responsible for referring such cases to the relevant institutions to ensure that necessary support and interventions are delivered fairly and equitably.

SECTION 10. PROHIBITED CONDUCT AND OFFENSES. – Learners shall refrain from engaging in the following prohibited acts, as these are detrimental to the educational environment. Such behaviors include, but are not limited to, those listed below:

a. **Bullying:** Engaging in bullying or cyberbullying behaviors, as defined by Republic Act No. 10627 (Anti-Bullying Act of 2013);

b. **Substance Abuse:** Using or possessing illegal drugs, alcohol, or harmful substances on school premises, in accordance with Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002;

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- c. **Vandalism:** Defacing or damaging school property or facilities, violating provisions of the Revised Penal Code;
- d. **Discrimination:** Discriminating against peers based on gender, sexual orientation, disability, ethnicity, or religion, contrary to the provisions of Quezon City Ordinance No. SP-2357, S-2014, otherwise known as the Quezon City Gender-Fair Ordinance;
- e. **Cheating and Academic Dishonesty:** Engaging in cheating, plagiarism, or any form of academic dishonesty during assessments or assignments;
- f. **Violation of Health Protocols:** Failing to comply with health protocols during health emergencies;
- g. **Physical Violence:** Committing acts of violence or aggression toward other students, including fighting or any form of physical harm;
- h. **Unauthorized Absences:** Failing to attend school without a valid reason or proper notification, governed by school policies;
- i. **Use of Prohibited Items:** Bringing or using prohibited items such as weapons, harmful substances, or unauthorized electronic devices within school premises;
- j. **Neglect of Duties:** Failing to complete assigned tasks or comply with school regulations, disrupting the learning environment;
- k. **Insubordination:** Disrespecting or failing to follow the instructions of teachers and school staff;
- l. **Engaging in Illegal Activities:** Conducting any illegal activities on school grounds, including but not limited to theft, drug dealing, or vandalism;
- m. **Inappropriate Behavior:** Performing acts that are sexually provocative or otherwise inappropriate for a school setting;
- n. **Participation in Unsafe Activities:** Engaging in activities with other learners that are illegal, unsafe, or abusive;
- o. **Littering:** Disposing of waste improperly, including plastic cups, bottles, candy wrappers, or any other litter within school premises;

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- p. **Loitering:** Remaining on school premises during class hours without valid reasons;
- q. **Spitting:** Spitting on school grounds, which is considered a violation of health and safety regulations;
- r. **Unauthorized Use of Gadgets:** Using personal gadgets, such as cell phones and tablets, during class hours without teacher approval, except in emergencies;
- s. **Disruptive Behavior:** Engaging in actions that disrupt the learning environment within school premises, during assemblies, or at school activities;
- t. **Spread of Misinformation:** Disseminating false information or engaging in harmful gossip about peers or the school community; and
- u. **Plagiarism:** Engaging in plagiarism by presenting someone else's work or ideas as one's own is prohibited. This includes failure to credit sources in assignments, projects, or any academic work.

SECTION 11. MEASURES FOR VIOLATIONS: NON-DISCIPLINARY AND DISCIPLINARY ACTIONS. – Non-disciplinary actions, such as warnings and counseling, and disciplinary actions, including formal investigations and potential penalties, should always consider the best interests and developmental needs of the learners involved.

### **ARTICLE III PARENTS AND GUARDIANS**

SECTION 12. DUTIES AND RESPONSIBILITIES OF PARENTS/GUARDIANS/OTHER PERSONS EXERCISING SUBSTITUTE PARENTAL AUTHORITY IN THE CONTEXT OF EDUCATION. – In alignment with key national laws, including but not limited to the Family Code of the Philippines, Child and Youth Welfare Code, and Education Act of 1982, parents, guardians, and other persons exercising substitute parental authority shall have the following education-focused duties and responsibilities toward their children:

- a. **Ensure Enrollment and Attendance** – Enroll the child in school and ensure regular attendance, recognizing that consistent participation is crucial for academic success;

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- b. **Support Academic Progress** – Actively engage in the child’s academic development by assisting with homework, projects, and other learning activities as needed, fostering a positive attitude toward learning;
- c. **Promote a Conducive Learning Environment at Home** – Create a structured and distraction-free environment at home that encourages study habits and supports academic achievement;
- d. **Maintain Regular Communication with Educators** – Collaborate with teachers and school administrators to stay informed about the child’s progress, discuss any academic or behavioral challenges, and ensure alignment between home and school efforts;
- e. **Provide Educational Resources** – Ensure access to basic learning resources and materials, such as books, school supplies, and technology when possible, to support the child’s learning needs;
- f. **Encourage Participation in School Programs and Activities** – Support the child’s involvement in extracurricular programs, academic clubs, or school initiatives that contribute to their personal growth and skill development;
- g. **Guide the Child on School Rules and Regulations** – Educate the child on their school’s policies and encourage adherence to rules that foster respect, responsibility, and discipline in the school environment;
- h. **Reinforce the Importance of Education** – Instill a positive attitude toward learning by emphasizing the value of education for the child’s personal and professional future;
- i. **Engage in Health and Safety Programs Related to Education** – Actively participate in school-related health and safety initiatives, including drug education, Comprehensive Sexuality Education (CSE), and anti-bullying programs, as these contribute to a safe and supportive learning environment;
- j. **Encourage Social and Civic Responsibility Through School** – Foster an interest in civic engagement and community involvement, encouraging the child’s participation in school activities that promote citizenship and social responsibility; and

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- k. **Exercise Discretion in Attendance During Adverse Conditions** – Parents and guardians are responsible for determining when it is in the best interest of their child to refrain from attending classes, especially during severe weather or situations that may pose a risk to the child’s safety.

**ARTICLE IV  
EDUCATION INSTITUTION**

SECTION 13. DUTIES AND RESPONSIBILITIES OF THE SCHOOL. – In alignment with essential national laws and policies, the school shall have the following duties and responsibilities toward all pupils, students, learners, parents, guardians, custodians, school personnel, and the community:

- a. **Promote Health Programs** – Actively encourage students’ participation in City-provided essential health care programs, including vaccinations, deworming, and other preventive health services, to ensure the well-being of learners.
- b. **Disseminate Health and Safety Information** – Provide students and their families with clear, accurate information about health, safety, and education through educational materials to promote informed decision-making.
- c. **Ensure Student Safety** – Make the safety and security of all learners a top priority by implementing measures to prevent accidents, bullying, and other risks within the school environment.
- d. **Coordinate Emergency Response** – Collaborate with local authorities to ensure an efficient and organized response to calamities, disasters, and emergency situations affecting students and school personnel.
- e. **Implement Child Protection Policy** – Strictly adhere to the Child Protection Policy (DepEd Order No. 40, S.2012), ensuring that school protocols prevent and respond effectively to any incidents of child abuse, exploitation, violence, and neglect. Utilize the Quezon City Unified Referral System for Child Protection, as mandated by Quezon City Ordinance No. SP-3295, S-2024 otherwise known as the Quezon City Unified Referral System for Child Protection Ordinance, to ensure efficient coordination with relevant agencies for cases requiring further intervention.
- f. **Respect Children’s Rights** – Uphold the participatory rights of children in decisions that affect their welfare and ensure that their opinions are considered in school matters.

- g. **Support Child Protection Initiatives** – Work in partnership with the government and community to educate and raise awareness about child abuse, exploitation, violence, discrimination, and bullying. Support campaigns and programs from the national and local government addressing these issues.
- h. **Conduct Fair Disciplinary Procedures** – Handle fairly and transparently disciplinary cases involving students, following due process and implementing age-appropriate interventions.
- i. **Maintain a Healthy, Drug-Free Environment** – Ensure the school remains a safe, healthy, and drug-free space by implementing programs that prevent drug use among students and promoting positive lifestyle choices.
- j. **Refer Cases of Substance Abuse** – Refer students involved in prohibited drugs to the appropriate institutions or services for intervention, rehabilitation, or other supportive measures, ensuring confidentiality and respect for their welfare.
- k. **Apply Age-Appropriate Interventions for CICL and CAR** – Provide tailored interventions for Children in Conflict with the Law (CICL) and Children at Risk (CAR) to support their reintegration and development.
- l. **Enforce Compliance with Laws and Ordinances** – Implement relevant national laws, city ordinances, and issuances that affect students, ensuring that school policies are consistent with the regulatory environment in Quezon City.
- m. **Adopt Anti-Discrimination Policies** – Develop and enforce policies that prevent discrimination based on Sexual Orientation, Gender Identity, and Expression (SOGIE) in line with local ordinances, fostering an inclusive environment for all students.

SECTION 14. DUTIES AND RESPONSIBILITIES OF THE SCHOOL HEAD. – The School Head is responsible for leading and managing the school in compliance with Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, DepEd Order No. 1, s. 2003, and Republic Act No. 4670, otherwise known as the Magna Carta for Public School Teachers. Key duties include but are not limited to:

- a. **Instructional Oversight** – Ensure high standards of teaching and learning by overseeing instructional programs and supporting teachers' professional growth, in alignment with the Magna Carta for Public School Teachers, which promotes teachers' career development.

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- b. **Administrative Management** – Manage school operations, budget, and resources efficiently, ensuring compliance with DepEd standards and protecting teachers’ rights and welfare as stipulated in the Magna Carta.
- c. **Utilize Maintenance and other Operating Expenses (MOOE) Funds** – Oversee the allocation and appropriate use of MOOE funds in accordance with DepEd Orders, ensuring that these funds support school maintenance, operations, and other legitimate expenses necessary to provide a conducive learning environment.
- d. **School Improvement Planning** – Lead the development and evaluation of the School Improvement Plan (SIP), engaging stakeholders in identifying areas for enhancement and implementing strategies to achieve educational goals.
- e. **Student Welfare and Safety** – Maintain a safe learning environment and uphold child protection standards per DepEd Order No. 40, s. 2012, and Quezon City Ordinance No. SP-3295, S-2024 (Unified Referral System for Child Protection Ordinance). Ensure that school protocols address students' safety, discipline, and behavioral interventions.
- f. **Stakeholder Engagement** – Collaborate with parents, guardians, and local organizations to support student learning and welfare, following the Education Act of 1982.
- g. **School Governance** – Represent the school in relevant meetings, maintain effective communication channels, and comply with DepEd policies to support the institution’s mission and values.

SECTION 15. RESPONSIBILITIES OF TEACHERS AND SCHOOL PERSONNEL. – Teachers and school staff have the responsibility to act as secondary parents (in loco parentis) as outlined by the Family Code of the Philippines, Presidential Decree No. 603 (Child and Youth Welfare Code), and R.A. No. 4670 (Magna Carta for Public School Teachers). Their primary responsibilities are but not limited to:

- a. **Educational and Moral Support** – Guide students academically and morally, act as positive role models, and provide supervision during school activities.
- b. **Discipline and Conduct** – Promote respectful behavior and apply discipline within the bounds of school policy, in alignment with the DepEd Child Protection Policy (DepEd Order No. 40, s. 2012).

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- c. **Student Protection** – Uphold students’ safety and well-being by preventing exposure to harmful influences and supporting child protection initiatives mandated by DepEd and the City Government.
  
- d. **Provide Consideration for Absences Due to Adverse Conditions** – Schools and teachers shall extend utmost consideration to students who are unable to attend classes due to adverse conditions, such as severe weather or emergencies. This includes accommodating missed work and providing necessary support to ensure these students can catch up on their studies without penalty.

**SECTION 16. DUTIES OF NON-TEACHING PERSONNEL.** – Non-teaching staff, including guidance counselors, department heads, and administrative personnel, support the school’s mission by providing essential services aligned with DepEd policies, the Magna Carta’s principles, and local regulations.

- a. **Guidance and Support Services** – Provide counseling, mental health support, and other assistance to meet students’ academic and personal needs in accordance with relevant laws and policies.
  
- b. **Administrative Compliance** – Support school operations, maintain records, and ensure adherence to policies, particularly those related to child protection.

**SECTION 17. COMMITTEES.** – Learning institutions are required to establish, at least, the following committees to be accountable for children’s welfare:

- a. **Child Protection Committee (CPC)**

**(1) Composition**

The CPC, as mandated by DepEd Order No. 40, s. 2012, shall include:

- (i) School Head/Administrator – Chairperson
- (ii) Guidance Counselor/Teacher – Vice Chairperson
- (iii) Teacher, Parent, and Student Representatives, and a Community Representative, as designated by the local barangay (preferably a member of the Barangay Council for the Protection of Children)

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(2) **Functions**

The CPC is responsible for:

- (i) developing a Child Protection Policy with a code of conduct, reviewed every three years;
- (ii) conducting awareness and prevention programs on child abuse, bullying, and other forms of violence;
- (iii) establishing and maintaining a school-based referral and monitoring system that links to the Quezon City Unified Referral System (Ordinance No. SP-3295, S-2024) for cases requiring additional intervention, ensuring seamless coordination with local agencies;
- (iv) identifying and reporting cases of abuse, exploitation, and violence in collaboration with the Women and Child Protection Desks, Local Social Welfare and Development Office, and other stakeholders as appropriate;
- (v) ensuring that the child's right to be heard is respected in all procedures affecting their welfare, as stated in DepEd Order No. 40, s. 2012.

- b. **School Discipline Committee** – The School Discipline Committee will address non-child protection cases, as outlined in DepEd Order No. 40, s. 2012, with members including the School Discipline Officer, Curriculum Chair, and Class Adviser. This committee will handle offenses such as school rule violations, maintaining confidentiality and fairness in all disciplinary processes.

SECTION 18. DISCIPLINARY INTERVENTIONS. – In line with DepEd Order No. 40, s. 2012, DepEd Order No. 88, s. 2010, and the Juvenile Justice and Welfare Act (R.A. No. 9344), disciplinary interventions shall prioritize the child's welfare, employ non-violent discipline, and aim to rehabilitate rather than punish. For grave violations, referrals to the Quezon City Unified Referral System shall be made to provide students with access to appropriate counseling and support services.

SECTION 19. PROHIBITED SANCTIONS BY THE SCHOOL. – In line with DepEd Order No. 40, s. 2012, DepEd Order No. 88, s. 2010, and other relevant laws, all disciplinary measures must prioritize the child's best interests and employ positive, non-violent approaches. The following sanctions are strictly prohibited in all circumstances:

- a. **Corporal Punishment:** Any form of physical punishment, including hitting, spanking, or inflicting pain.

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- b. **Humiliation and Psychological Harm:** Disciplinary actions that involve shaming, verbal abuse, or emotional harm.
- c. **Manual Labor as Punishment:** Assigning physical labor that is not educational in nature, such as carrying heavy objects or cleaning personal belongings of school staff.
- d. **Fines or Contributions:** Requiring students to pay fines or make contributions as a form of punishment.
- e. **Exclusion under the Guise of Transfer:** Forcing a student to transfer as a disguised punitive measure.
- f. **Demerits in Grades or Deductions of Scores:** Reducing academic grades as punishment for behavioral infractions.
- g. **Barring Entry or Sending Students Out:** Refusing entry or sending students outside the school premises as punishment, unless under preventive suspension.
- h. **Corporal or Physical Restraints:** Using any physical restraint as a form of control or punishment.
- i. **Confiscation of Personal Belongings:** Holding or not returning confiscated items, except for illegal items like drugs or weapons, which must be turned over to authorities.

SECTION 20. PROPER HANDLING OF LEARNERS ALLEGEDLY INVOLVED IN DANGEROUS DRUGS. – In compliance with Republic Act No. 9165, DepEd Order No. 40, s. 2012, DepEd Order No. 18, s. 2015, and the Quezon City Unified Referral System (Ordinance No. SP-3295, S-2024), learning institutions in Quezon City must prioritize the rehabilitation, rights, and well-being of learners allegedly involved in dangerous drugs.

Schools are required to handle these cases with a child-centered approach, focusing on rehabilitation and support rather than punishment. The School Head or Discipline Committee, in coordination with the Child Protection Committee (CPC), shall lead these efforts to ensure that all actions are aligned with national and local standards, focusing on interventions over punitive measures. Coordination with relevant law enforcement or rehabilitation agencies shall be initiated when necessary, following due process and the community.

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**ARTICLE V  
LOCAL GOVERNMENT**

SECTION 21. DUTIES AND RESPONSIBILITIES OF THE CITY. – The City Government shall fulfill the following duties and responsibilities to support the educational development and welfare of students, parents, guardians, schools, and the community:

**a. Educational Infrastructure**

1. Construct, repair, and improve school buildings, facilities, equipment, and other learning centers within the jurisdiction, ensuring compliance with national standards.
2. Allocate necessary funds for the ongoing maintenance of public schools and educational facilities.

**b. Learning Resources**

1. Provide funding for essential learning materials to enhance educational access and quality.

**c. Student Financial Aid**

1. Provide financial assistance, scholarships, and grants to qualified students within the jurisdiction to promote equal access to educational opportunities.

**d. Local School Boards (LSBs)**

1. Form Local School Boards to oversee the administration of the Special Education Fund (SEF) and address the needs of public schools.

**e. Local Permit Compliance**

1. Issue local permits for private school operations and ensure ongoing adherence to local regulations to support quality education.

**f. Lifelong Learning and Adult Education**

1. Promote and implement community-based adult education programs, including vocational and technical training, to address local employment demands and encourage lifelong learning.

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**g. Social Services and Family Counseling**

- (1) Provide access to social services, including family counseling, to support the emotional and social well-being of learners and their families.
- (2) Coordinate with local agencies to offer programs that strengthen family engagement and provide resources for addressing family-related challenges that may impact a learner's educational experience.

**h. Health and Nutrition**

- (1) Support a safe and adaptable educational system during public health emergencies by coordinating with health agencies and ensuring resources are available for learning continuity and safety, pursuant to local needs and DepEd guidance.
- (2) Support nutrition programs to contribute to learners' physical and cognitive development.
- (3) Provide announcements, information, and guidance to schools, students, and parents during inclement weather, environmental hazards, or other situations impacting school operations.

**SECTION 22. DUTIES AND RESPONSIBILITIES OF THE BARANGAY.** – The barangay, as the primary local government unit, shall uphold the welfare of children and support educational institutions within its jurisdiction through the following duties and responsibilities:

- a. **School Safety and Security** – Collaborate with school authorities to monitor and address safety concerns within and around school premises, ensuring a secure learning environment for students.
- b. **Child Protection Initiatives** – Establish and lead the Barangay Council for the Protection of Children (BCPC) as mandated by R.A. No. 9344 (Juvenile Justice and Welfare Act), to address issues related to child abuse, exploitation, and neglect, and to work closely with school Child Protection Committees (CPC) in handling reported cases.
- c. **Support for Children in Conflict with the Law (CICL)** – Facilitate diversion programs, coordinate referrals, and provide monitoring and support for CICL, in accordance with Republic Act No. 9344. Ensure access to rehabilitation services within the barangay and support reintegration into the school system where appropriate.

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- d. **Health and Welfare Services** – Provide access to primary health care, nutrition programs, and mental health support for students and families, in line with the Local Government Code of 1991 (Republic Act No. 7160). Coordinate with health agencies and schools to facilitate vaccination, wellness programs, and mental health services.
- e. **Community-Based Learning Support** – Organize and promote community programs such as after-school activities, summer tutorials, and youth engagement programs to support students’ academic and personal development outside school hours.
- f. **Support for Children with Special Needs** – Identify children with special needs within the barangay and coordinate with educational institutions to ensure they have access to necessary learning resources and support.
- g. **Awareness and Education Campaigns** – Conduct community information drives and workshops to promote awareness of child rights, the importance of education, and the role of parents and guardians in supporting their children’s learning and well-being.

**ARTICLE VI  
FINAL PROVISIONS**

SECTION 23. IMPLEMENTING RULES AND REGULATIONS. – The Schools Division Office of Quezon City (SDO-QC), in collaboration with the Education Affairs Unit (EAU) and the Local Schools Board Technical Working Group (LSB-TWG) shall formulate and draft the implementing guidelines for this Ordinance within 6 months from its passage.


SECTION 24. SEPARABILITY CLAUSE. – If any provision of this Ordinance shall be held unconstitutional or invalid, the other provisions not otherwise affected shall remain in full force and effect.

SECTION 25. REPEALING CLAUSE. – All ordinances, resolutions, executive orders, memorandum circulars, administrative orders and other issuances or part thereof which are inconsistent with or contrary to the provisions of this Ordinance are hereby amended or repealed accordingly.


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*SECTION 26. EFFECTIVITY CLAUSE. – This Ordinance shall take effect immediately upon its approval.*


ENACTED: October 14, 2024.

  
GIAN G. SOTTO  
City Vice Mayor  
Presiding Officer

ATTESTED:

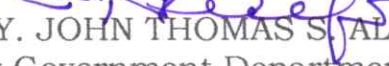
  
ATTY. JOHN THOMAS S. ALFEROS, III  
City Government Department Head III  
(City Council Secretary)

APPROVED: FEB 17 2025

  
MA. JOSEFINA G. BELMONTE  
City Mayor

CERTIFICATION

*This is to certify that this Ordinance was APPROVED by the City Council on Second Reading on October 14, 2024 and was PASSED on Third/Final Reading on October 16, 2024.*

  
ATTY. JOHN THOMAS S. ALFEROS, III  
City Government Department Head III  
(City Council Secretary)